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ABSTRACT

With over 35,000 asylum-seeking and refugee children in British schools, British policy has become increasingly restrictive toward refugees. Some of the successful initiatives for the proper integration of these children, along with effective provisions, are detailed in this collection of articles. This book, which is intended for teachers, academics, and policy-makers, examines the psychological adaptation of refugee children and young people. It discusses current issues in refugee education and the plight of refugees throughout the world, focusing on the fact that most refugees are women and children. The book examines strategies for supporting refugee children in the early years and what specific programs have been enacted in East London primary schools. Various chapters focus on working with refugee children, the experiences of these students in the United Kingdom's education system, and the educational needs of these children. Suggestions regarding induction practices, positive strategies to combat racism and xenophobia, and the home/school liaison are offered. (Includes an index and approximately 380 references.) (RJM)

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